

Table of Contents

Need for project.....	1
Project goals.....	6
Goal I.....	6
Goal II.....	8
Goal III.....	10
Quality of the project design.....	12
Evaluation design.....	13
Research base.....	14
Management plan.....	16
Project personnel.....	17
Detailed Plan.....	19
Logic model & assessment.....	32
Significance of project.....	32

Need for the project.

The compelling need for this project stems from the persistent need for content area teachers skilled in meeting the needs of the growing number of English Learner (EL) student populations in Northern New Mexico. This project attempts to meet the needs for trained personnel qualified to address the academic needs of ELs reported by the local counties and the NM Public Education Department (PED) in particular. Specifically, there is increased need for professional development opportunities for the content areas that enables teachers to improve instructional efforts directed at ELs. This need is clearly reflected in improvement plan goals for neighboring school districts as well as state identified needs.

The proposed project seeks to complement the scope of previous projects directed at enhancing the quality and effectiveness of teachers. Core to the project is the curricular transformation of Early Childhood Education (ECE) and Elementary Education teacher preparation programs at Northern New Mexico College (NNMC) to better prepare pre-service teachers to successfully meet the academic needs of linguistically and culturally diverse students. The project will measure the effectiveness of our graduates in serving ELs during their internship and their impact on student learning (PreK – grade 3) by using a systematic, meticulous, and robust set of assessment measures. The performance of program completers will also be evaluated using performance data on program graduates collected by PED.

The project is a comprehensive effort aimed at improving teaching and learning and to support rigorous academic standards for all students particularly those with limited English proficiency. The project draws on existing collaborations between NNMC and LEA's in neighboring area. It aims to train an extensive network of skilled and highly qualified pre- and in-service school personnel, adept at finding successful solutions to the academic challenges faced by ELs. The project targets all NNMC partners: education faculty, mentor teachers/ principals, internship supervisors, content area teachers and interns, to provide a seamless professional support system

directed at the academic achievement of ELs. This project will provide a vehicle for developing comprehensive systemic change that will affect the achievement of ELs in northern New Mexico.

The PAAL project is informed and strengthened by at least two (2) prior grant-supported efforts. In particular, AVANCE (2010), provided funds for coursework leading to endorsements in either Bilingual Education or ESL in NM. Several other projects followed focusing on improving teacher quality and equipping regional teachers to effectively reach all learners. Also, NM Title II, Place-based Education as a Best Practice for Improving Teacher Quality (2014), also provided contextualized training for teachers in integrating socio-cultural and natural environment in teaching elementary level ELs. However, the strength of PAAL is that learning derived from these projects indicates that in order to successfully address the achievement gap experienced by EL's, there is a need for systemic multi-level focus that provides for Teacher Education curricula, teacher education candidates, in-service content area teachers and school administrators.

This proposal addresses the following priorities:

Absolute Preference Priority 1: Provide professional development training to pre- and in-service teachers to improve instruction to ELs. The project provides course offerings leading to NM endorsements in the areas of ESL and Bil, focused in-service trainings that is responsive to school needs, and mentoring support via an online “community of practice” directed at addressing academic needs for ELs and connect endorsement course content to practice in classrooms.

Competitive Preference Priority 2: Improving parent, family & community engagement. A component of training sessions for pre- and in-service teachers directed at providing needed knowledge and skills to facilitate/ promote the engagement of EL parents and family

involvement in the education of their children. A particular focus will involve collaboration with Northern Pueblos and Early Childhood centers for mostly Native American children.

Invitational Priority 2: Supporting the Early Learning Workforce to serve ELs. The project provides revision of curricular offerings in Early Childhood Education so that they have a greater emphasis in targeted instructional applications in the areas of Math and Science, e.g., “robotics in math education for young children” (birth through grade 3).

This project, Pathways to Achievement for All Learners, seeks to address the continued need for pre- and in-service teachers with knowledge, skills and attitudes necessary to reach ELs students while providing needed coursework to meet state endorsement requirements. The project focuses on developing capacity by building skills and knowledge base for pre-service ECE candidates as well as for content area teachers who assume the bulk of instructional responsibilities of ELs students. Of particular relevance for the state of NM is that, overall, 12% of NM public school students are American Indian and only 2.7% of NM public school teachers are American Indian. As the only four year college in the state that is both a Hispanic and Native American Serving Institution, Northern continuously strives to meet the educational mission of the college, i.e., “to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.” Since many of the students in NM schools come from homes where English is not the dominant language, there is a need for professional training that is responsive to the linguistic and cultural needs of the student population.

Northern New Mexico College is located in Rio Arriba County and extends into many communities close to the Colorado border. The county is larger than the state of Connecticut. This tri-cultural region is home to 397,986 people; roughly 60% are Hispanics and 14% are Native Americans. A language other than English is spoken at home in a third of Santa Fe County homes, half of Taos County homes, and two-thirds of Rio Arriba County homes. Aside

from geographic isolation and the rural nature of the region, poverty is a major challenge in the region—an average of 17% of households live in poverty as 118% of the national average (State and County. Poverty, US Census, 2009). In Rio Arriba County, one out of four children under the age of 18 lives in poverty.

In order to understand how the demographic data and the income level of Northern residents impact the challenges faced by Northern students, these demographic realities must be considered when examining the EL training needs of local schools. Valid inference can be drawn from consideration Northern students prior to their arrival at the College. As a summary, the following chart provides a snapshot of Northern student public school achievement levels prior to entering Northern.

School District	% of Hispanic high school students	% of Native American high school students	% of low-income high school students	% of high school dropouts	Low-income 11th grade reading proficiency	Low-income 11th grade math proficiency	Low-income 11th grade science proficiency
Espanola	85%	8%	64%	49%	34%	11%	18%

Consequently, based on the above figures, 91% of low-income and first-generation students are assessed below college-level proficiency in reading/writing and mathematics and placed in remedial classes.

According to fall term 2010 statistics at NNMC, course placement levels for entering freshmen indicate that 96% of incoming freshmen tested below college level in math; 23% tested below 9th grade level in math, and 34% tested below 9th grade level in reading. In the most current academic years, statistics indicate that the percentages have approximately remained the same. Technical writing skills among Northern students are a persistent problem that threatens their ability to excel and advance in their chosen fields as well as in the rigorous stem majors. At

Northern 91% of low-income and first-generation students are assessed below college-level proficiency in reading/writing and mathematics and placed in remedial classes.

In addition, seasonal migrant workers continue to move and settle with families that will increase our at-risk student population. Local schools are in need of trained teachers who can successfully meet the academic needs of this increasing sector in the local school population. Northern continues to provide special services to this population as its evidence by the fact the second largest subgroup among freshmen students are GED graduates. All this informs the need for teachers trained to meet the academic needs of linguistically and culturally diverse populations which this project (PAAL) seeks to address.

In this era of high accountability, many classroom teachers are clearly not familiar with State and National TESOL PreK-12 English Language Proficiency Standards in the Core Content Areas (2006). Central to the project is a plan to develop a cost-effective mentoring program, extending from NNMC faculty and project staff to the teachers in classrooms where teacher candidates are placed. Rather than placing sole emphasis on providing college level courses to a few TESOL teachers, PAAL seeks to expand and promote sustainability by facilitating extensive and intensive research-based training to an increasing number of content area instructors who share the main responsibility for the academic instruction of ELs. Moreover, a similar emphasis is alluded to as a desirable goal by of the neighboring school districts and a preferable mechanism for increasing the instructional qualifications of school personnel. For example, one of the challenges identified, is how to help students with English Language Acquisition while simultaneously implementing the Common Core Curriculum in reading/language arts as well as STEM areas.

By emphasizing a ‘teacher-teaching-teacher’ model, a second element of the project will provide a steady and lasting network of educational partners who will benefit from each other’s expertise. Under this model, the development of a cadre of teachers who are responsive to ELs

needs is ensured. Besides, this project builds a cost-effective foundation for curricular improvement through research-based strategies, e.g., 'sheltered' English classes, to increase language acquisition that will directly affect ELs population in Northern New Mexico.

Project Goals.

The PAAL Project addresses the following goals:

Goal I. To improve the teacher education programs at NNMC by providing professional development opportunities for faculty involved in preparing teachers for increasingly culturally and linguistically diverse classrooms. Related objectives and specific outcomes for each appear below.

Objectives:

A. Revise the teacher education curricula at NNMC so that courses in teacher education are aligned with the NM English Language Development Standards (2009) and the National TESOL Pre K-12 English Language Proficiency Standards in the Core Content Areas;

Outcomes: Revised curricula will be ready for initial implementation by fall 2017. Specific courses in each program area will integrate objectives, activities and assessments essential to addressing academic needs of EL populations, e.g., Latino & Native Americans. NNMC teacher preparation programs, i.e., ECE, Elementary Ed, will be aligned with state standards for English Language Proficiency and TESOL PreK-12 English Language Proficiency Standards in the Core Content areas by fall 2017.

Activities & Assessment: In Spring 2017, faculty participants will revise identified courses' syllabi with input from faculty experts and project staff. They will submit revised course syllabi for teacher education programs at NNMC (e.g., reading, STEM) by the end of summer 2017. The syllabi and programs will be evaluated for alignment with current State and National standards on English Language Proficiency and Content Area Instruction. Participating faculty will also submit for evaluation a written plan describing how their respective areas have addressed

research-based practices for ELs and standards in each teacher preparation program offered at NNMC. They will present their accomplishments to their peers. Participants will share with other faculty the outcome of their revisions and sample strategies prior to the beginning of classes in fall'17.

B. Prepare all pre-service teacher candidates at NNMC to better provide effective instruction aimed at addressing ELs' acquisition of language, content area literacy, and content knowledge (science, social studies and math) at participating schools (e.g., Mesa Vista, Española) that can serve as models for other schools in the participating districts.

Outcomes: NNMC pre-service candidates will demonstrate understanding of research-based best practices for EL's as they complete their field experience requirements. Mentor teachers and faculty supervisors will be trained in research-based models/ strategies for EL's and current relevant standards. This trained cadre of professionals will use their knowledge of best practices to evaluate teacher-candidates' performance during internship. Current internship evaluation forms will be revised to address both relevant professional dispositions regarding ELs' knowledge and skills for implementing research-based instructional models for ELs and pertinent standards as noted above.

Activities & Assessments: All NNMC pre-service teacher candidates will be evaluated by both mentors and supervisors with revised instruments that are responsive to both desired professional dispositions regarding diverse populations and knowledge/ skill in instructional strategies best suited for ELs. Evidence will be collected on the impact of teacher candidates on the academic achievement and English language development of students (e.g., K-3). Mentor teachers and supervising faculty will receive training on research-based practices for ELs and pertinent standards so as to be able to serve as better resources/ evaluators of candidates. Performance of EL instruction will be assessed using revised mentor/ supervisor evaluation forms with a focus on evaluating impact on student learning. Trained faculty and mentor teachers will complete

evaluation of training sessions and the extent to which these enabled them to better attend to the needs of pre-service teachers assigned to them.

In order to further comply with desired performance measures, NNMC will track graduates and report on how many of them are serving limited English proficient students within one year of graduation. Additionally, surveys will be sent to school administrators hiring NNMC graduates to document graduate effectiveness in regards to EL populations (Goal II).

Goal II. To improve existing data collection mechanisms on teacher-candidate performance in the following areas: 1) candidates' professional dispositions related to the needs of ELs and their families, 2) knowledge and skill of research-based instructional models/ strategies and current State and National English Language Proficiency and Core Content Area Standards, 3) the candidates' impact on student learning for ELs, and 4) the extent to which these candidates are still serving ELs after degree completion (year 3-5).

Objectives:

A. To revise and improve data collection mechanisms, e.g., portfolios, mentor/ supervisor evaluations of student teaching experience in regards to candidate performance with ELs in their classrooms.

Outcomes: All NNMC pre-service candidates will complete their field experience at participating schools evaluated by trained mentor teachers and faculty supervisors.

Activities & Assessments: Training on EL research-based models and strategies will be provided at school sites for mentor teachers and faculty supervisors. Similar training opportunities will also be offered to school administrators. Faculty and staff will be able to register for courses at NNMC in order to meet requirements for ESL / Bilingual Endorsement. The Annual Professional Development Conference at NNMC will include EL-related strand targeting the specific needs of schools in the region, e.g., addressing linguistic/ cultural background of Native American students. Faculty and staff will revise evaluation instruments, e.g., Portfolio Rubrics and Mentor/

Supervisor student Teaching Evaluations Form. Revised instruments will evaluate candidates' performance in regards to EL students.

B. To develop and implement data collection measures that provide data on the effectiveness of NNMC teacher education programs to prepare pre-service candidates to better meet the academic needs of ELs.

Outcomes: All NNMC pre-service candidates will be repeatedly evaluated in terms of their knowledge of research-based models/ strategies for ELs and pertinent standards indicated above.

Activities & Assessments: Data will be collected through various unit evaluation tools to assess if candidates meet professional standards relevant to ESL/ Bilingual instruction. Data will also be collected in terms of the number of candidates taking ESL courses/ electives or otherwise taking steps towards meeting the highly qualified status in ESL. In addition, a sample will be drawn from each graduating class after fall 2017 and through the duration of the award and provided with opportunities to take the required New Mexico Teacher Assessment and the PRUEBA (Bilingual assessment) and/ or Content Knowledge Assessment (CKA) in TESOL. Aggregated data will be analyzed to determine the extent to which candidates are acquiring/ developing needed knowledge and skills to successfully teach EL children.

C. To revise and implement suitable assessment measures of teacher-candidate's impact on the academic achievement of ELs in their classes.

Outcomes: All NNMC pre-service candidates completing their internship experience will be evaluated for impact on student learning of EL children.

Activities & Assessments: Implement and coordinate data collection on teacher candidate performance in terms of their impact on EL student learning. Rubrics and other data collection and evaluation measures will be revised and/or developed to address how teacher candidates are affecting their ELs' learning in terms of English proficiency, literacy and content area knowledge (grades K-3). Surveys will be sent out to hiring school districts to enquire about effectiveness of

NNMC graduates in servicing EL populations. Data will be collected on the percentage of in-service teacher-completers (trained under Goal III) who are providing instructional services to ELs.

Goal III. To provide high-quality professional development opportunities for secondary reading and content area teachers (e.g., Science, Math, Social Studies, English) and school administrators through implementation of a “mentoring model” (teacher-teaching-teacher) that emphasizes in-service professional opportunities at selected school sites paired with web-based mentoring (i.e., a community of practice), so that trained personnel in both ESL and content areas can better impact the academic achievement of ELs. The project will seek to increase the number of teachers holding ESL/ Bilingual endorsements through availability of online course offerings, tuition assistance, support for books so that current teachers can pursue highly-qualified status in ESL, supported by access to yearly summer institutes and professional development conferences for teachers and school administrators, and varied in-service training opportunities on applicable state and national English Language Proficiency Standards and in the Core Content Areas.

Objectives:

A. Provide effective and extensive professional development to teachers in core academic areas and ESL on current research-based EL instructional models to better address relevant state and national standards for English proficiency, literacy, and content area knowledge while being responsive to linguistic/ cultural backgrounds of students.

Outcomes: This objective will result in high-quality in-service training opportunities for school personnel in participating school districts, e.g., workshops offered at school sites, web-based mentoring, summer institutes offered at NNMC. A mentoring model will be implemented in each participating district. This training will provide a cohort of mentor-teachers who will work with NNMC pre-service candidates and who will in turn serve as a local resource for their schools and districts. The mentor cohort will provide in-service training opportunities at local schools on how

to provide for increased language proficiency, literacy and content area knowledge for ELs.

Topics and focus of training will focus on English Language Proficiency, literacy and content area instruction (e.g., STEM) for ELs and will be developed by project staff and a steering committee consisting of project personnel, district supervisors and other district personnel.

Activities & Assessments: The effectiveness of this component will be measured through evaluations conducted at the end of each training session for effectiveness by project staff as well as measures of student achievement. The objective will be measured through the evaluation of lesson plans submitted by the mentor teachers, teaching reflections and documented through the individual goal plans completed by the teacher participants, and reviewed throughout the project.

All workshops will be evaluated using an evaluation instrument developed by the project evaluator.

B. Encourage the application of research-based instructional models/ strategies for ELs by providing regular and ongoing classroom support by a mentor teacher for teachers in core academic areas. Mentor teachers will also develop, with the assistance of project staff, in-service workshops to offer for their school district in the area of ESL instruction for literacy development and approaches for addressing core content area standards in their classrooms.

Outcomes: Participating teachers will review their instruction to incorporate identified effective instructional strategies for ELs. The trained cohort of mentor teachers in each participating district will provide a network of support and encourage collaboration between content area teachers and ESL personnel as they work together towards identifying academic needs of the EL population in their schools. Further, they will develop and implement suitable research-based instructional strategies aligned with the state standards to meet those needs and adapt these to meet specific contextual variants in each school.

Activities & Assessments: The application of relevant research-based practices will be assessed through reviewing the written feedback they provide to interns and through the incorporation of

research-based practices in lesson plans and reflections submitted to project staff for review and the alignment of the lesson plans with State English Language Development standards. Impact on student learning will also be assessed by analyzing state data on student achievement.

Evaluations forms will also be distributed and collected after each workshop offered to assess suitability of training effort.

C. Promote school-wide change to address NM student learning outcomes in the Core Content Areas (reading/ language arts, math, science, social studies) through instructional practice that meets the ELs' academic needs.

Outcomes: Opportunities will be made available to building-level administrators, teacher specialists, and paraprofessionals to participate in professional development activities (e.g., courses, Annual Professional Development conferences, workshops, summer institute) that provide support for school-wide change directed at aligning instruction for ELs with standards mentioned above.

Activities & Assessments: The Improvement in behaviors such as attendance, participation, time on task, and performance on assessments will be documented by teachers using case study logs for at least one of their students. These logs will be submitted to project staff for review and evaluation. Levels of academic achievement by ELs will be a part of the analysis. Project staff will meet with Administration and Supervisors in participating districts to assess if observations forms reflect application of research-based instructional models for ELs. Lastly, a pre and post attitudinal survey developed by the evaluator and project staff will be given at the administered. The survey will capture the changes in teacher attitudes, changes in instructional practices, and the positive benefits of teacher-to-teacher mentoring in regards to goals concerning instruction for EL learners and state standards relevant to the project.

Quality of the project design

This project is based on a comprehensive design tailored to significantly impact EL education in K-3 classrooms by building capacity of a varied range of constituencies: it will train NNMC, pre-service teachers enrolled in teacher education programs at NNMC; EL students and their families will be the recipients of improved, effective instruction K-3; in-service mentor teachers and mentor principals in K-3 schools (and birth to age 3 Early Childhood Centers), will support and ensure that interns use ESL research-based practices and implement relevant standards. These trained teachers/ mentors will also serve as a local resource in their school for training other teachers in the use of appropriate EL research-based practices and on how to integrate and address current standards; teacher candidates graduating from NNMC fall 2017 and beyond will be trained in EL research-based instructional models and current English Language Proficiency and Content Area Standards.

Evaluation Design.

Project evaluation efforts will be conducted by project staff and a project evaluator. Data collection is multi-faceted focusing on various measures of pre-service teacher performance, i.e., effectiveness and knowledge in implementing research-based instructional models for EL learners. These include lesson plans, professional portfolios, and mentor and supervisor evaluations of internship experience among others. Surveys will be used to contact graduates and school principals employing NNMC graduates to determine the extent to which they are working with EL populations and their effectiveness in the classroom. In addition, all project activities will be evaluated using both qualitative and quantitative measures as well as validity and reliability indicators.

The project will make use of a variety of data collection instruments and practices already in place at NNMC as part of its accreditation efforts (e.g., CAEP). These include field experience assessments, capstone projects, NM Teacher Assessment scores, graduate' surveys, evaluations from mentor teachers and principals and data on impact on student learning for both pre-service

and in-service teachers. Data will be analyzed in order to assess outcomes on use of EL teaching strategies and alignment with relevant standards. The project's evaluator will be responsible for working with NNMC faculty, school teachers and project staff to modify/ develop the instruments to be used. Data will be analyzed as collected at points indicated in the project timeline. Information from the analysis of data will inform program improvement.

Specifically, this project's evaluation proposes to address the following general questions: What curricular changes in regards to research-based instruction aimed at ELs in the content areas and state English Language Development Standards emerge as a result of faculty professional development? Does the infusion of EL research-based instructional models in education courses result in an increased number of preservice candidates acquiring dispositions, knowledge and skills needed to better teach of a diverse population in grades K-3? Do NNMC preservice teacher candidates have a measurable positive impact on student learning in regards to ELs in their classes? Are trained mentor teachers effective instruments of change in their schools so as to better address the academic needs of ELs? Are teachers at participating schools better able to implement effective instructional strategies in addressing academic needs of EL learners at their sites? To what extent are the parents of these learners increasingly engaged in school efforts to teach the children? What strategies aimed at increasing meaningful relationships with students' parents seem to be most effective? Is the proposed mentoring model a cost-effective and sustainable option to provide effective, accessible, and responsive professional development opportunities for staff? Do participating schools show a positive increase in overall academic achievement of ELs in literacy & content area subjects in state measures?

Research Base.

The professional development plan is built upon a strong body of research. Central to the project is current research on TESOL instruction that has resulted in a variety of research-based instructional models. Research indicates successful professional development programs need to

be school wide and include administrators, encourage collegiality and foster group goals, provide access to materials, build upon participants' beliefs, and use an outside facilitator. (Table below.)

Successful Professional Development Characteristics and Related Program Activities

1. Connected to and derived from teachers' work as well as to subject matter and teaching methods (Darling-Hammond & McLaughlin, 1995; Anders & Richardson, 1991)
<ul style="list-style-type: none">- Summer Institutes & workshops will focus on related research regarding instructional best practices for working with diverse student groups, especially in ELs in reading, science & mathematics.- Mentoring support and building-level workshop will link research base to concrete tasks of teaching in content area classroom using state and national EL proficiency standards.
2. Collaborative, encourage collegiality and foster group goals (Darling-Hammond & McLaughlin, 1995; Anders & Richardson, 1991)
<ul style="list-style-type: none">- Target participants will engage in collaborative learning communities including practicing teachers, teacher candidates, teacher educators and technical assistance providers.- Because the grant activities are long-term and sustained, participants will have the opportunity to develop collaborative relationships with university content experts and other teachers.- School-based forums will provide a flexible avenue for sharing ideas and concerns among participants.
3. Sustained, intensive, long term (Darling-Hammond & McLaughlin, 1995; Anders & Richardson, 1991)
<ul style="list-style-type: none">- Participants will receive a sustained support system from the project staff & experts in the field beyond grant duration as project goals are tied into the Education units' outreach initiatives.- Impact will be ongoing as participating teachers involve other building-level staff through

mentoring, team and department meetings, and trainings.

4. School wide and includes administration (Tomlinson & Allan, 2000; Darling-Hammond & McLaughlin, 1995; Anders & Richardson, 1991)

- All on-site training and summer workshops will be open to all school staff.
- Principals will be involved in grant activities through meetings, trainings and workshops.
- Participants will mentor their colleagues and share information at team meetings.

5. Provide access to materials and support (Anders & Richardson, 1991)

- University materials and resources will be made available to participants.
- Target participants will be provided with support materials and supplies, tuition for courses.
- Support for mentoring & collaboration will result in changes in classroom instruction.

6. Use of an outside facilitator/mentor (LeFevre & Richardson, 2000)

- Participants are able to try new ideas, share and reflect freely on instruction without concern of evaluation by school district administration.
- Materials and information used in training will be made available to participants.

Management plan.

NNMC is prepared to provide leadership for this project under the leadership of [REDACTED] [REDACTED] Project Director/PI, and dean of the College of Education. He has an extensive experience directing federal and state funded grants and has co-authored and directed grants including interstate collaborations of approximately five million dollars over the past ten years. [REDACTED] as worked as an educator for over 32. His areas of expertise are in linguistics, ESL methodology multicultural education and program assessment. As a dean of the College [REDACTED], has endeavored to develop close ties with the schools in the region and state officials at NM PED and other stakeholders. PAAL builds on the strong partnerships that currently exist between NNMC and the schools in Rio Arriba County and the various surrounding Pueblos, which

ensures the success of this project. The PAAL Project will benefit NNMC teacher education programs by having interns placed with teachers trained in meeting the needs of diverse learners. Participating public schools will benefit by increasing the number of ESL/ Bilingual endorsed teachers and content teachers who are knowledgeable and effective in teaching ELs thus, likely to improve the achievement of ELs in English proficiency, reading and content area knowledge. NNMC staff has previously worked with partners in identifying elements and developing the proposed project. Moreover, schools and the university are in collaboration through the placements in schools in which teacher candidates conduct their internships and other fieldwork. This grant will supplement the county's staff development efforts by providing a variety of staff development events targeted at increasing skills for reaching EL students. Project staff will mentor a minimum of 15 School Mentor Teachers per year (in years 2-5) in research-based models /instructional strategies for EL learners with additional trainings on how to align instruction with current state standards. All these activities will be open for other teachers, principals, and interns in participating schools. A steering committee of project staff, teachers and administrators will meet regularly to review the project progress, and to assess the impact on achievement of EL learners in the areas of reading/language arts, science, social studies, and mathematics.

In line with NNMC policy on external grants, the Grants Office at NNMC will provide the financial management system for the grant to ensure compliance with federal and state regulations.

Project Personnel.

The Project Director/Principal Investigator, with the support of the Program Manager and Senior ESL Consultant, will ensure that grant goals are met. All Project Staff will have experience working with NM Public Education Department. The Project staff will have experience with grant implementation, teacher training, and budget management practices. The Program Director